DOCUMENT RESUME

ED 189 005 SO 012 700

AUTHOR Stumpff, Marcelle W.
TITLE An African Curriculum Unit. An Instructional Unit for Tenth Through Twelfth Grades World Civilization.
INSTITUTION Illinois Univ., Urbana. African Studies Program.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE Jul 79
NOTE 21p.: For related documents, see SO 012 684-703.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *African Culture: *African History: *Area Studies: *Cultural Awareness: Educational Objectives: Learning Activities: Resource Materials: Secondary Education: Teacher Developed Materials: Teaching Guides: Teaching Methods: Units of Study: World History
IDENTIFIERS *Africa

ABSTRACT

A guide for a five-week unit on African history and culture for secondary school students is presented. Objectives are to develop an awareness of life in a multi-cultural world, specifically sub-Sahara Africa: to develop an appreciation for the richness of African history: to dispel stereotypic notions about Africa: to develop a clearer understanding of our own society: and to provide an understanding of why people respond to their environment. Topics include African cities: geography: history to 1500: building African nations after 1500: literature, art, and music of Africa: and politics, economy, change, and apartheid in modern Africa. Daily lesson plans are briefly outlined and a list of textual materials is provided. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189005

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marcelle W. Stumpff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"AN AFRICAN CURRICULUM UNIT"

An Instructional Unit
for Tenth through Twelfth Grades World Civilization

by

Marcelle W. Stumpff

Warrensburg High School

Warrensburg, Missouri

This teaching unit on Africa was developed as part of an interdisciplinary workshop project in African curriculum development held on the University of Illinois' Urbana-Champaign campus in the summer of 1979. The workshop project, which was funded by the National Endowment for the Humanities, was carried out from 1977-80 and was integrated into an on-going program of outreach services offered to teachers nationwide. For further information on teaching aids available through outreach services, contact:

Outreach Director
African Studies Program
1208 W. California, #101
Urbana, Illinois 61801

SP 012 700

A UNIT ON SUB-SAHARAN AFRICA

Preface Statement

The course at Warrensburg High School entitled World Civilization II was set up to study, in a time period of an eighteen-week semester, those areas of the world our Kindergarten - 12th grade Social Studies curriculum has/had given little attention to: those parts of the world referred to as "Third World" or the less technologically-developed regions. Obviously, the continent of Africa belongs in this category.

Africa is an enormous continent, roughly three times the size of the United States of America, with 450 million people dispersed throughout fifty-four sovereign nations. The study of this substantial portion of the world is emphasized because it is important culturally, economically, politically; and regrettably, most of us are woefully ignorant of it.

We are living in a truly global era of international interdependency where soybean research conducted by the University of Illinois in Urbana greatly affects, and rather quickly, soybean production in Brazil and buying patterns of Japan; where oil discoveries in Nigeria and Mexico instantly affect gasoline prices at the pump in the service station on the corner of Green and Lincoln in Urbana. No man has ever really been an island, but lives could be led in relative isolation from what occurred on other continents. This is no longer possible. Citizens

in a democracy must have insight, information, awareness, and a world perspective in order to make good and rational decisions which affect tout le monde. The more we understand other peoples, their world and culture, the better our judgments can be.

Recent price increases in cocoa and coffee, the nagging and unsettling persistence of the oil/energy crisis have served to heighten our awareness of the interdependence of all the nations of world, not just the industrialized ones. This unit is designed to help students in the midwest flatlands of the U. S. A. to look at sub-Saharan Africa not only from an American, or highly technological society's viewpoint, but also to view Africa from inside, as Africans see Africa.

The value of one's own culture and values can be clarified, enhanced, and understood far better by the study of other cultures. The study of African cultures, therefore, can heighten appreciation of students' own lives and institutions. In the same way, greater appreciation of other human beings results from the study of their response to their environment, what innovations they develop to deal with their physical surroundings.

Hopefully, all of this would lead to, build toward, or enhance in the students a keener realization of the commonality of all human life and a tolerance and/or appreciation for the differences in our experiences.

Grade Level, Course, and Time

World Civilization II, in which the study of Africa comprises five and one-half weeks, is a one-semester Social Studies course offered to anyone in our high school - tenth, eleventh, or twelfth graders. It was, however, set up primarily for tenth graders and it is they who comprise the bulk of the enrollees.

Instructional Objectives

1. Central Ideas

\1. To develop an awareness of life in a multi-cultural world and in sub-Saharan Africa more specifically, leading to an appreciation of other peoples, their values and ways of doing things.

2. To develop an appreciation of the significance and richness of African history, from the birth of man to the present.

3. To dispel notions that smack of ethnocentrism, which spring from prejudice, ignorance, or plain lack of sensitivity. Included among those notions would be ideas that Africa's religions are pagan and primitive, Africa is a "dark continent," the agriculture was and is backward and unproductive, the savages live in tribes and wear "costumes," in general that African peoples have little to offer the rest of the world except their natural resources (oil, diamonds, gold, copper, phosphates, coffee, cocoa, and chrome) and cheap labor.

4. To help develop a clearer understanding of our own society and its cultural values by both contrasting and comparing appurtenances or institutions of our culture.
5. To provide a framework for understanding why people respond to their environment as they do.

Concepts

1. Culture: the constancy and yet change found in the way man lives, his achievements, how he supports and protects himself, how he organizes himself and his society and how he both expresses himself and socializes his young.
2. Diversity: the tremendous physical diversity on the African continent, yet the cultural unity that exists within or alongside the diversity.
3. Change: changes in Africa and how culture is affected by it; and how do we in the United States/Missouri respond to our physical and social environment and to change?

2. Skills to be Developed

To reinforce skills developed early on (and implemented yearly in our excellent language arts curriculum K - 9) including where to get information, how to locate and retrieve it; learning how to test credibility or validity of information; to identify stereotypes and over-generalizations.

Time Division

Number of Days	Topic
1	Pre-Test and Cities of Africa slides along with African music
5	Geography or Physical Environment
3	History to 1500 - the Great Kingdoms of the West and Indian Ocean trade
7	Building African Nations after 1500 - Slavery, Colonialism, Berlin Conference Nationalism, Independence and Development
5	Culture in Literature, Art, and Music
6	Modern Africa - Politics, Economy, Direction, Rapid Change, South Africa and Apartheid
1	Post-Test

Textual Materials - always available to students

History and Life, the World and its People, by Wallbank, Schrier, Maier-Weaver, Gutierrez; Scott, Foresman and Company.

Africa, Scholastic Book Services, Scholastic World Cultures Program, Scholastic Magazines, Inc.

World Atlas, Desk copies, Hammond

Dogs of Fear, Nagenda, Musa; Heinemann Educational Books

Map of Africa on the wall at all times

How Do You Propose To Achieve These Objectives?

Since a framework for understanding is absolutely essential, the unit on Africa would begin by addressing the question, "Where and how do people live"? and then, "Why"? Western Africa will be the main area for cultural focus.

Geographic understanding would include the location of the continent, physical details: land forms, rivers and lakes, deserts, soils, minerals, vegetation, Harmattan, savanna, tropical rain forest; in other words, what the people who live there have to work with, what it is they respond to.

Lesson Plans

Day 01 Pre-Test, approximately the same test given to Workshop participants, in an effort to determine attitudes of students, and what is really known about that part of the world. After these tests were collected The African Studies Program slide set on "Urban Africa" would be shown while some recordings of modern west African music is played, just to begin everyone on the concept that Africa isn't all Tarzan and naked people. Teacher discussion of what the study of Africa will include and a text assignment in Wallbank.

Day 02 Teacher discussion on what the continent of Africa is like. Hand out desk atlases for map work. Questions to be considered would include: What distinctive features do you notice? Responses might include smooth coastline, not many mountain ranges, big desert areas, close to equator.

It would then be stated that for decades Africa was known as the "Dark Continent." Yet it was never dark to those who lived there. Why would it have been called that? People didn't know much about it or what was there. Why not? Why was so much of the rest of the world so ignorant of the African continent? Why didn't they know more about it? Why face a long, hazardous sea journey around Africa to India?

1. The Sahara Desert tended to act as an obstacle, the desert was dry, travel was slow, the journey was a hard one.
2. A smooth coastline means few good harbors for ships to berth. It also means no protected ppols of water for fish to spawn, so fishing was not a major attraction to Africa.
3. The nature of the topography, thin coastline with the land rising rapidly, meant rivers are not slow, easy avenues of transportation, as in the United States, but rather are waterways that spill down to the oceans in cascades and deep falls - great for scenery but makes transportation of people and goods by river difficult and unhandy.
4. Inhospitable climate in some areas which host malaria-spreading mosquitoes and

the tse-tse fly that spreads sleeping-sickness. Terribly destructive to Europeans who tried to settle there.

So what is there? Using the Hammond World Atlas as your information source, note the following on a blank outline map of Africa:

Sahara Desert	Rift Valley	Nile River
Kalahari Desert	Lake Victoria	Congo/Zaire River
Atlas Mountains	Lake Chad	Niger River
Ruwenzori Mountains	rift lakes	Zambezi River
Drakensberg Mountains	Mount Kilimanjaro	Limpopo River

Day 03 Teacher lecture about climate, to include the temperature, rainfall, wind currents an area receives, climate zones, soil qualities, related vegetation. Using charts show this information: average rainfall in Missouri 22 - 40 in. annually

" " in Ireland 30 - 35 " "

" " in Kano 35 " "

" " in Freetown 138 " "

Obviously our climate is not like Kano's. Since our average rainfall is nearly the same, what causes the differences between Kano and Warrensburg? Show temperature charts: page 38 in Case Studies in West Africa Geography by Pemberton and Swindill and the Chicago information from notes on lecture given by Dr. Karr June 12. Students will be able to conclude that rain is the variable in the seasons of some areas, not the temperature, as in Missouri, and why those areas refer to the seasons as dry or rainy, not hot or cold.

BEST COPY AVAILABLE

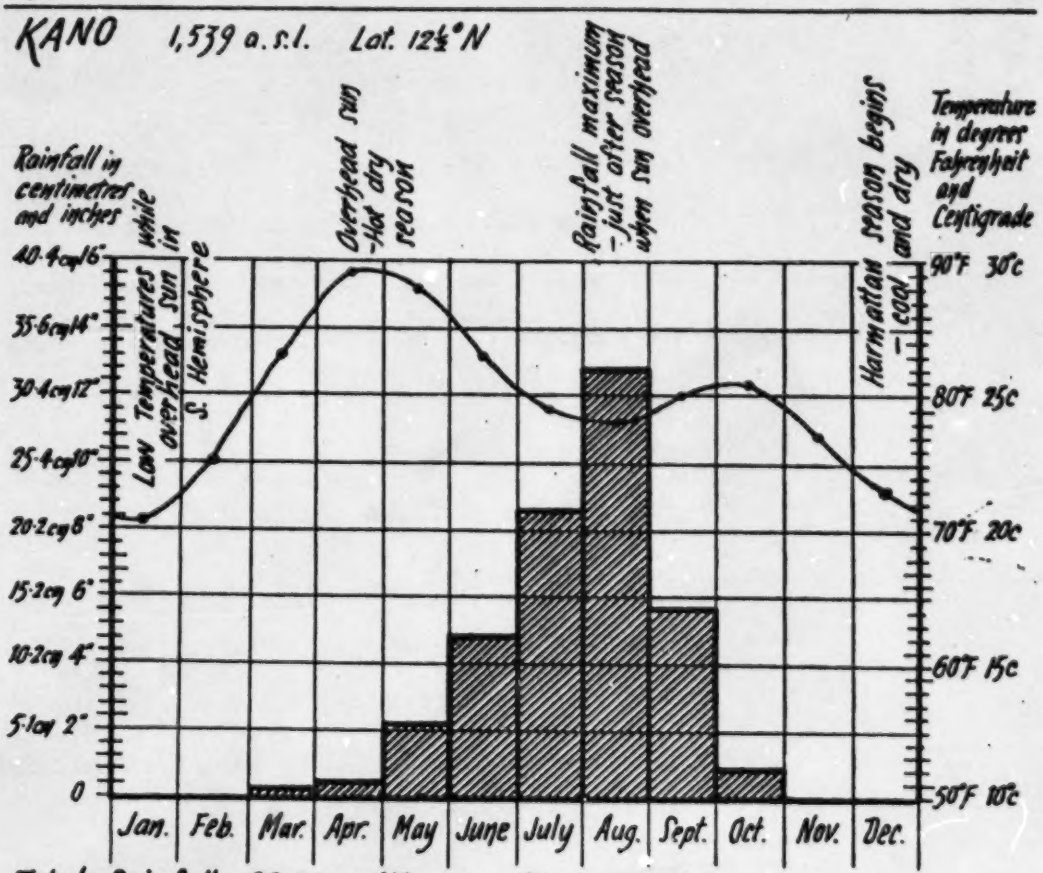
CHAPTER FOUR

Agriculture and Settlement in the Grasslands

West African Grasslands

The sketch map in Fig. 3.1 shows the extent of the grasslands in West Africa. In the south you see the forest-savanna mosaic marked (see Ch. 3). A mosaic is a pattern made with many shaped and coloured pieces of stone. If you fly over the forest-savanna mosaic area, you see why it is so called. You see that forest and grassland make a pattern of different colours and textures. In the north, the grasslands merge into desert, for as the rainfall diminishes, it is no longer enough to support grass. Fig. 4.1 shows the pattern of temperature and rainfall at Kano, in the Sudan savanna.

Fig. 4.1



Total Rainfall 35·1 ins. (Figures published pre 1960)
89·1cm or 841 mm. (Figures published 1972)

(Note: Rainfall averages are taken over 30 years, so these two totals, coming from different sources are not quite the same.)

If you lived in an area like Kano that might receive 12½ inches of rain in August and none in December and January, what kind of accommodating would you have to do? Discussion should bring up water storage, conservation, irrigation, well-digging, etc. How would this influence your shelter, clothing, food?

Day 04 Show "Ecology" slide set from the African Studies Program, bring up and discuss slash and burn techniques of agriculture, ways man gets his food.

Day 05 Show the transparency set which shows land forms, river systems, lakes, population distribution, minerals, climate zones, animal raising and crops, trypanosomiasis areas. This question will be posed: What area or areas would be most suitable for people to settle? Why? Is this in fact where people do live in Africa? Discuss housing/compound/extended family concept here.

Day 06 Hand out Scholastic Africa books, desk atlases and Word Scrambler sheets. Using the various political maps of Africa available in the various books and on the wall, unscramble the following twenty-five names of sub-Saharan nations listed below and locate them on the map by region. Using the map on page 6 of Africa, which divides Africa into five regions, indicate in which region each nation is located.

Sample: ADHC Chad central

ALIM - Mali

WABBMIZE - Zimbabwe

REAZI - Zaire

MAAGIB - Gambia

LEENGAS - Senegal

BIZMAA - Zambia

YENKA - Kenya

INUGAE - Guinea

WAALIM - Malawi

MACEONOR - Cameroon

BAMAIIN - Namibia

NAADUG - Uganda

GOOT - Togo

GLOANA - Angola

INDRUUB - Burundi

ANDUS - Sudan

YORIV SCATO - Ivory Coast

STABWOAN - Botswana

ZINANAAT - Tanzania

INNEB - Benin

IEGRAIN - Nigeria

BRAILIE - Liberia

ANDWAR - Rwanda

PRUPE TAVLO - Upper Volta

QUEZIAMMOB - Mozambique

Day 07 Test on geography/environment of Africa and introduction to study of History to 1500 and the Great Kingdoms: Ghana, Mali, Sohghai. Text assignment in Wallbank.

Coming to an understanding of the environment the African contends with leads naturally to what man has done with it, and a look at the society he created to meet his needs. There will be no attempt to give a complete overview of all groups everywhere in sub-Saharan Africa, but rather just a sampling to give some idea of the scope of man's early development and societies. Teacher background to cover:

<u>Early Societies</u>

A. Based on Family

B. Tended to be wanderers or foragers - homes reflected this - tents, temporary shelters

C. Once agriculture was developed, man began to build

more permanent structures and to organize his society more broadly.

D. Skills and tools used to produce crops and animals also evolved. (hoe) Two main patterns tended to emerge: pastoralism and agricultural.

E. Storage of food, a perennial problem in much of Africa, led to political organization and developing agriculture led to considerably denser populations; and this led to the rise of societal systems called, empires or states, a centralized institution with coercive authority, usually councils of elders.

F. Zones in which these states emerged: west and east, central savanna and Ethiopian highlands. These empires/states apparently were related in some way to long-distance trade based on gold, ivory and salt.

G. From this trading world emerged the western African empires of Ghana, Mali, Songhay and the east coast city-states located from Mogadishu south to Tanzania.

H. To about 1500 sub-Saharan Africa was autonomous from the rest of the world and trade with the rest of the world was conducted pretty much on the terms dictated by the sub-Saharan peoples. (Arabs came about 660 bringing Islam, tendedto settle only on the east coast, brought Africa into more contact with rest of world.) Trade, by definition, involves a give and take situation, which makes clear how culture was shared between and among socieites.

I. During this time religious practices were crystallized. Aspects of religious practices included:

1. Behavior rules
2. Belief in the presence of spirits who could intervene with God on behalf of an individual
3. Many ceremonial customs such as infant-naming ceremony, marriage, etc. (Class discussion at this point about our customs in the United States.)
4. Also developed during this time was the lineage system of society or of belonging. Class discussion on this point, where do our loyalties belong and who do we "belong" to?

Day 09 Class activity on Sundiata; a precis read to class from the book, Sundiata, the Epic of the Lion King, Roland Bertol, published by Thomas Y. Crowell Company. Discuss unit so far, clean up loose threads, collect activity sheets. Reading assignment of chapter 1 in Dogs of Fear.

Day 10 African Nations after 1500: Slavery
Colonialism and Berlin Conference
Nationalism
Indpendence and Development

Introduction: What happened to Africa with the arrival of the Europeans on the western coasts south of the Sahara after 1480 was a terrible, heartbreaking phenomenon from which the world has yet to recover fully and for which there are few, if any parallels in the world.

The institution of slavery was certainly not new. From the early days in Egypt and Assyria the spoils of war included prisoners who were taken as slaves; but that slavery was considered usually to be a temporary condition and was not based on race.

What happened to bring about the changes in the institution? Growth of productivity and population in central and western Africa. At the same time there was the beginning of an expanded world trade by European nations in manufactured goods. The two met with the arrival of the Portuguese who were out looking for a water route to India. One of Europe's advantages was its possession of firearms. For the Africans, trade in European goods tended to enhance the power and prestige of the chiefs. Trade in slaves became profitable, then necessary to keep one's position. And then the development of sugar plantations in Brazil and the West Indies greatly accelerated the demand for slaves.

Introduce and show the movie, "Bloody Schemes". After the movie discuss from the viewpoint: What did you learn? Did you agree with the movie? Disagree? and Why? Indicate the placement of emphasis tends to propagandize, information was left out, the fact that Africa's population really didn't decrease all that much, because of natural population increases.

Make assignments of leaders of Nationalistic movements to small groups who will report in three days.

Day 11 Colonialism in Africa - that period of time during which almost the entire continent was entered and occupied by foreign

troops (roughly 1875-1960) - which placed people under new and unfamiliar laws and civil authorities, who pressed them into service of the new masters and exposed them to culture change under foreign rule.

Imperialism or colonialism was not a charitable organization. Reasons for colonialism include 1) desire of colonial nation for cheap and plentiful resources and labor 2) desire of the colonial for military advantage and national prestige, and 3) need of the colonial nation to develop new markets for their manufactures. The thrust of the European encroachment was economic.

Colonial programs for Africa were dictated by the needs of the mother countries. Along with the colonial rulers came railroad and highway builders who helped open the interior for development. Many Africans were forced to grow cash crops, such as cotton in Tanganyika, rather than the customary crops. Cash taxes were levied on men to help pay for colonial government and to force them to grow the desired cash crops.

The Berlin Conference and what it accomplished: the way the participants divided up the continent and drew boundaries can be compared with the division of Germany by the construction of the Berlin Wall, divided up families, destroyed familiar societies and organizations. Many of the modern African nations had their boundaries drawn at the meeting.

Resulted in major changes in African life:

1. Men had to sell their labor now 2. New crops were introduced and expanded 3. Aroused tastes for

new goods and education 4. New roads and railroads opened wider communication channels 5. Cultural changes brought by missionaries (both religious and educational) as well as economic changes brought by traders. Read from Achebe's Things Fall Apart. Announce and discuss the movie to be shown Day 12, look for the goals of colonialism, and their means as discussed above.

Day 12 Movie, "Black Man's Land, White Man's Country" from the African Studies Center. Discussion following the movie on these questions: What did you learn? What would your feelings be if you were in a similar situation? The British are not totally insensitive, why or how could they take Kenya and the peoples as they did? Did the British contribute anything of value to Kenya? Hope to get from this discussion, The British came with little or no understanding of African society, with an unquestioned assumption that technological superiority was synonymous with human superiority, property rights depend on a piece of paper, just as native-Americans were dispossessed in this nation because they lack an official title, or property deed. A quiz, who went where? followed by open-ended question, what happened to life in the villages with the coming of the Europeans? This may be too much for one day, some will probably have to spill over into next day's work.

Day 13 Nationalism - Definition: the tendency of any group of people who share a smiliar culture and society to feel they are capable of managing their own affairs and to work to drive out those they feel are intruders on their land. Discussion that the idea of nationalism is of neutral value, can be used for both good and evil purposes.

Framework for understanding: lecture by teacher. Cover these points: the way colonial nations governed their colonies, the economy as developed by the colonial nation, the financing of changes which indebted so many nations to their colonial masters, and the religious and educational changes brought about by the Europeans.

Day 14 Reports of small groups on Kwame Nkrumah, Julius Nyerere, Jomo Kenyatta, Kenneth Kaunda, Leopold Senghor, and Nnamdi Azikiwe. The reading of The Man Who Shared His Hut by Kenyatta. Then class discussion on the leaders, their backgrounds, education, struggles, and aspirations.

Day 15 Independence finally came, and with it the problems of modern nation-building, which required shaping of new social, political, and economic institutions. Activities will include map work with spcial attention to names and locations of nations and their capitals. Begin presenting in playlet form, or readers theater "A Man Can Do Things Like Build Yolahun Bridge" by Nicol Abioseh, using 3 good readers and a narrator.

Day 16 Complete "A Man Can Do Things Like Build Yolahun Bridge" and discuss.

Days 17 - 21 will take up the arts and literature of Africa, and it it is in this section that heavy emphasis will be laid upon seeing and feeling Africa from an African viewpoint. Plans for this include the completion of the reading, Dogs of Fear and discussion of it; showing the movie for its music, rhythm and general beauty, "Bend of the Niger" from the African Studies Center; showing some slides from the National Gallery of Art's collection of African Art; listening to music from Africa, the reading of folk tales from Africa, especially some Ananse stories. To get this all into five days will require tight scheduling; feel sure this is where a genuine awareness of other people as PEOPLE can be realized.

Day 22 Introduction of Modern Development: To this point we have discussed the nations in sub-Saharan African which have achieved independence from their colonial masters and nationhood within the last 30 years. Nowwe want to look at a nation that is cast in a different mold, going a different direction. Follow this with facts on South Africa, stressing its productivity, mineral wealth, white standard of living; then distribute Panorama/magazines for everyone to peruse and see how good the good life really can be. Discuss what can be seen about living in South Africa from those magazines put out by the South African government.

Day 23 Introduce the word apartheid, introduce and discuss the movie "Last Grave at Dimbaza" (borrowed from the African Studies Program) and show first half of it (movie is too long to be shown in one of our class hours). Answer questions

raised and discuss the movie and Apartheid, what it means and what it is based on.

Day 24 Finish showing "Last Grave at Dimbaza". Discuss movie further, bring in idea of development and problems currently in Namibia Zimbabwe/Rhodesia.

Days 25 & 26 Library Work. Choose a nation to write on, research and cover briefly its geography, history, development under colonialism, how it became independent, its leaders, and current situation.

Day 27 Turn in modern nation paper, discuss some of the nations and leaders, clear up loose threads or questions.

Day 28 Test on Africa Unit